

SOME HS Data Sheet

The purpose of this document is to contextualize, using a variety of data, the school student achievement results for the 2010-2011 and to inform subsequent actions.
Prepared by Principal Pat for the Staff Meeting September 28, 2010 for School Improvement Planning.

Data sources are EQAO, SOME HS student achievement data, anecdotal data, office referrals, and walk-throughs. Unless indicated otherwise, EQAO data is current to the 2009-2010 school year.

School Board

Grade 6 Math 64%
Grade 9 Applied Math 57%
Grade 9 Academic Math 85%

SWSN(@ L3 or 4) 49%
SWSN(@ L3 or 4) 83%

Gender (@ L3 or 4) M 61% F 49%
Gender (@ L3 or 4) M 89% F 81%

Cohort Data 57% moved from Level 2 in Grade 6 to Level 3/4
Cohort Data 61% moved from Level 2 in Grade 6 to Level 3/4

Province

Grade 6 Math 61%
Grade 9 Applied Math 40%
Grade 9 Academic Math 82%

SOME HS

Grade 9 Applied 36%
Grade 9 Academic 91%

SWSN(@ L3 or 4) 31%
SWSN(@ L3 or 4) 93%

Gender (@ L3 or 4) M 47% F 19%
Gender (@ L3 or 4) M 96% F 86%

Cohort Data 45% moved from Level 2 in Grade 6 to Level 3/4
Cohort Data 78% moved from Level 2 in Grade 6 to Level 3/4

A PS 74% (n=31)
B PS 18% (n=17)
C PS 81% (n=27)

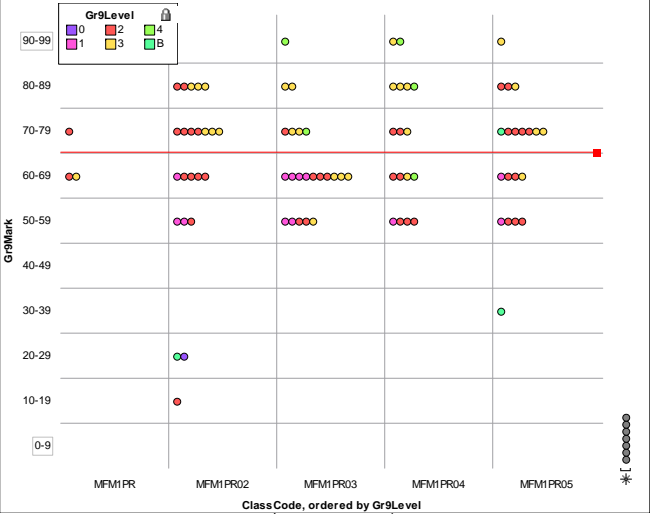
D PS 73% (n=48)
E PS 53% (n=32)
F PS 63% (n=27)

Grade 9 Applied Data

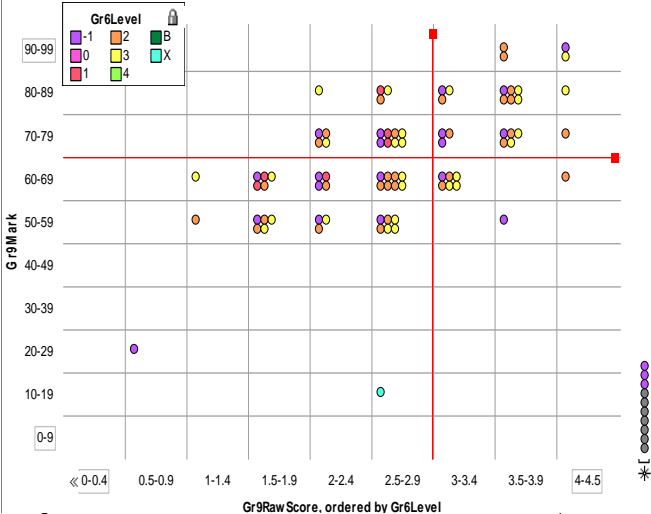
Mark Distribution from Final Report Card Marks

Grade Range	#Students	% of Total
0-9	0	0.0%
10-19	1	1.1%
20-29	2	2.3%
30-39	2	2.3%
40-49	0	0.0%
50-59	16	18.2%
60-69	25	28.4%
70-79	23	26.1%
80-89	15	17.0%
90-100	4	4.5%
Total:	88	100.0%

Gr 9 Final Marks by Section,
coded for EQAO Results



EQAO Raw Score vs. Grade 9 Final Mark,
coded by Grade 6 EQAO Results

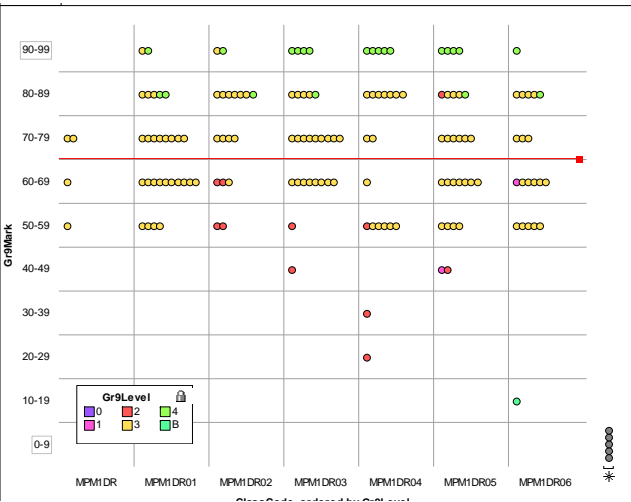


Grade 9 Academic Data

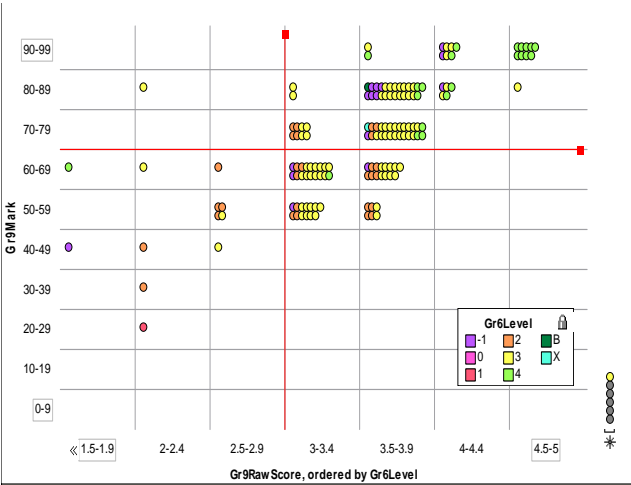
Mark Distribution from Final Report Card Marks

Grade Range	#Students	% of Total
0-9	0	0.0%
10-19	1	0.6%
20-29	1	0.6%
30-39	1	0.6%
40-49	3	1.9%
50-59	24	15.5%
60-69	38	24.5%
70-79	34	21.9%
80-89	37	23.9%
90-100	18	11.6%
Total:	155	100.0%

coded for EQAO Results



coded by Grade 6 EQAO Results



School Contextual Data

H High School is located in a mid-sized town (pop. 20 000) and serves a larger geographical area including a number of small villages. As a result there is a wide range of socio-economic backgrounds, access to internet and community services. There are 1200 students and 65 staff members.

The school runs 6 academic sections, 4 applied sections and 2 LDC sections each year. There are 10 teachers in the mathematics department, with years of experience ranging from 3 to over 20 and a mix of backgrounds including engineering, science, and computers as well as mathematics.

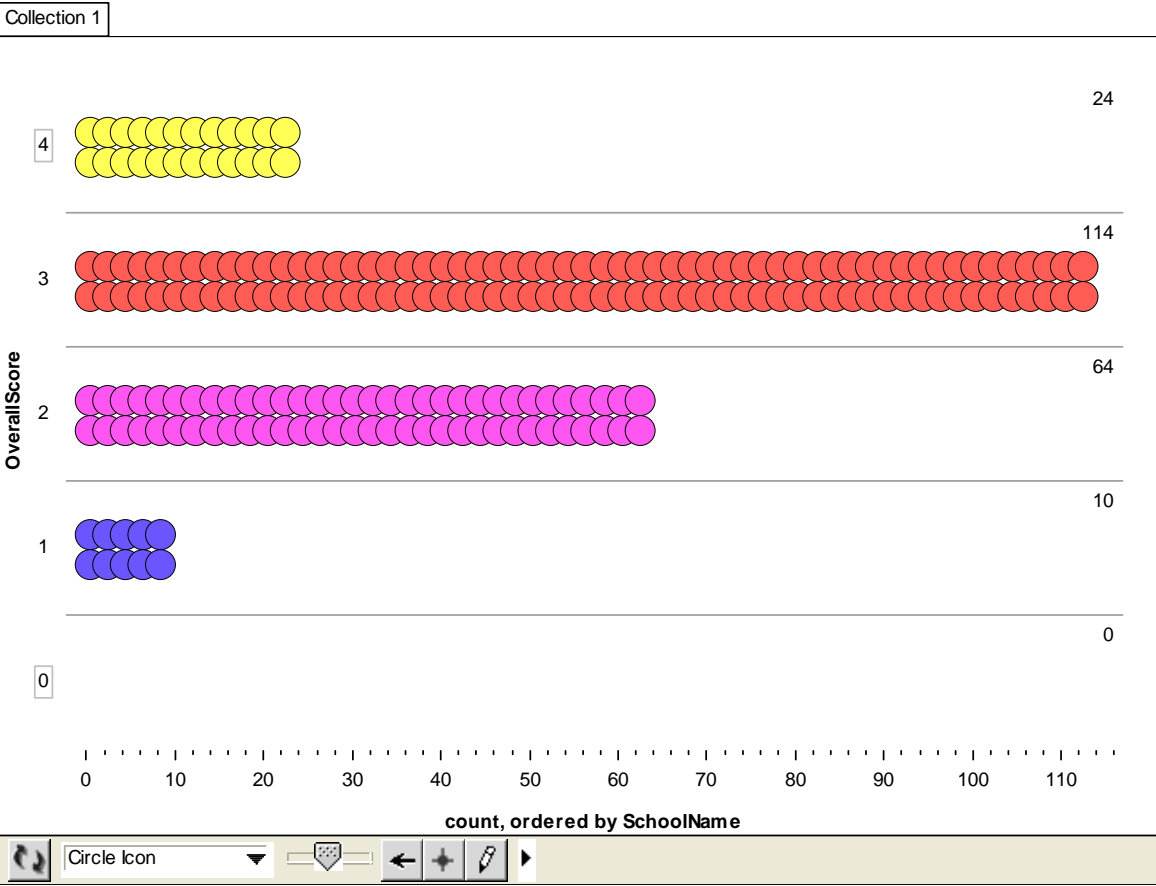
The school department has engaged in two department lesson studies in previous years. As well, three of the teachers have engaged in significant professional learning (minimum of 6 days per year) at board and provincial levels. Three of the teachers have not engaged in any professional learning beyond the minimum requirement of one day. There have been some minor shifts in staff over the past few years, but essentially the department staffing has remained unchanged for five years.

The administration team has identified mathematics as a focus and has been actively supporting the department over the past two years with release time for co-planning course outlines, intentional staffing, and acquisition of technology. There is a shift to an increased classroom presence by the principal and two vice-principals through classroom visits of both short and long time blocks.

There is a coach who supports five teachers in the department, as established by the principal and department head, approximately 4 days each month. The coaching activities focus on co-planning and co-teaching with an emphasis on the three part lesson.

The Board Improvement Plan has focused on implementation of three part lessons in all grade 9 and 10 classrooms, while the school improvement plan has focused on improvement in EQAO results (+ 2% for each course). The department goals include increasing consistency and alignment of assessment practices and increasing the use of literacy strategies in the classroom.

Grade 9 Cohort Data
2009-2010 Cohort
Grade 6 EQAO Results of Students from 6 Feeder Schools



Credit Accumulation Data
2010-2011 Grade 10 Students (n=244)

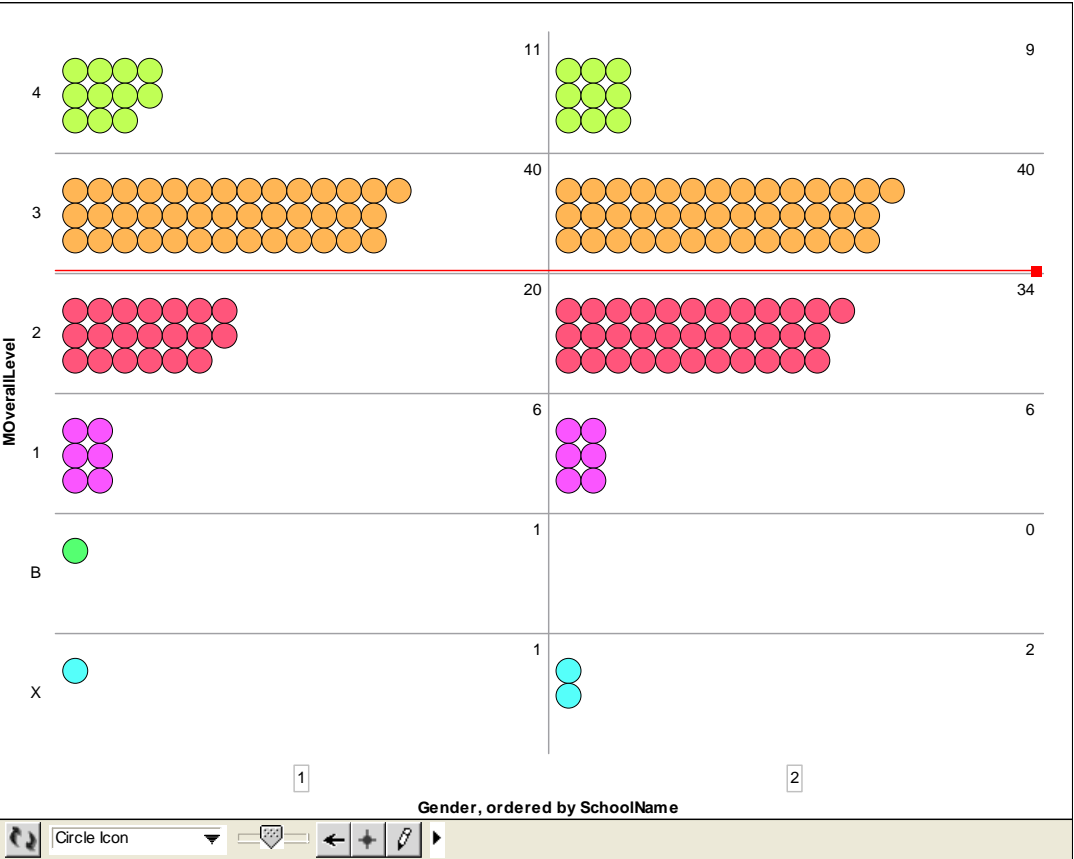
# Credits	# Students	% of All Grd-10 Students
0.0-0.4	10	4.1%
0.5-0.9	0	0.0%
1.0-1.4	0	0.0%
1.5-1.9	0	0.0%
2.0-2.4	0	0.0%
2.5-2.9	1	0.4%
3.0-3.4	2	0.8%
3.5-3.9	0	0.0%
4.0-4.4	6	2.5%
4.5-4.9	0	0.0%
5.0-5.4	3	1.2%
5.5-5.9	0	0.0%
6.0-6.4	4	1.6%
6.5-6.9	3	1.2%
7.0-7.4	6	2.5%
7.5-7.9	5	2.0%
8.0-8.4	117	48.0%
8.5-8.9	86	35.2%
9.0-9.4	0	0.0%
9.5-9.9	0	0.0%

Retention Data for Academic Pathway

The **second column** indicates the number of students who registered for the course.
The **third column** indicates the number of students who achieved less than 50% for their final mark.
The **fourth column** expresses this number as a percent of the second column.
The **fifth column** indicates the number of students who achieved a final mark between 50% - 59%.
The **sixth column** expresses this number as a percent of the second column.
The **seventh column** expresses the number of students who failed (third column) as a percent of the grade 9 enrollment (second column, beside 9D).

Some HS Grade	# students	# < 50%	% < 50%	# 50-59%	% 50-59%	% <50% Gr 9 Cohort	School Board Grade	# students	# < 50%	% < 50%	# 50-59%	% 50-59%	% <50% Gr 9 Cohort
9 D	168	8	4.8%	27	16.1%	4.8%	9 D	978	39	4.0%	196	20.0%	4.0%
10 D	127	12	9.4%	39	30.7%	7.1%	10 D	831	78	9.4%	203	24.4%	8.0%
11 U/C	47	2	4.3%	10	21.3%	1.2%	11 U/C	337	22	6.5%	79	23.4%	2.2%
11 U	78	8	10.3%	20	25.6%	4.8%	11 U	457	23	5.0%	77	16.8%	2.4%
12 MCT	9	0	0.0%	3	33.3%	0.0%	12 MCT	101	4	4.0%	21	20.8%	0.4%
12 MDM	29	0	0.0%	2	6.9%	0.0%	12 MDM	252	6	2.4%	19	7.5%	0.6%
12 MHF	49	0	0.0%	5	10.2%	0.0%	12 MHF	351	11	3.1%	32	9.1%	1.1%
						17.9%							18.7%

2010-2011 Cohort
Grade 6 EQAO Results of Students from 6 Feeder Schools, disaggregated by Gender



Other Data:	Applied	Academic
EQAO Student Survey Data		
I like mathematics.	45%	52%
I understand most of the mathematics taught.	55%	65%
I have a computer at home.	48%	58%
Absent more than 5 times	51%	34%

Applied students reported the most difficulty with algebra and number sense (38% and 37% respectively).
Academic students reported the most difficulty with linear relations and analytic geometry (28% and 45% respectively).

Office Referral Data
The vice principals acknowledge that 90% of the office referrals for behaviour originate from the classrooms of 10% of the teaching staff. The math department referral rates are no different in that overall office referrals are infrequent and any that do occur are frequently from one of the teachers, rather than specific to any course and/or level of study.

Assessment Practices
There is not a policy of standardized assessments within the department. Teachers may collaborate and utilize common assessments for a course with multiple sections in the same semester. The usual practice is to create individual assessments for each class. There is a mild under-current that ‘common’ assessments are usually created by one teacher and used by others – creating a sense of inequity in workload.